The Strive classroom has a smaller student/teacher ratio than the regular education classroom; along with the support of Educational Assistants. For the 2018/19 school year there is a teacher and three Educational Assistants working in the Strive program. This high number of staff to student ratio allows the Strive program to run various supervised small groups, different programs at the same time (e.g., swimming and academics) and will allow the Strive staff to support students when they are integrated back into regular classrooms.

All students in the Strive program spend approximately half of their day working on Alberta curriculum. The material each student focuses on in Math and Language Arts is chosen based on testing results. For example, a student who is Grade 6 age appropriate, may work on a combination of Grade 2, 3 and 4 math concepts if he or she had deficiencies in these areas. It is important to note that the basic skills are focused on first in order to give Strive students the foundation needed for more advanced concepts and material.

“Every learner has unique needs. Some learners have profound and ongoing needs and others have short-term or situation-based needs. This calls for flexible and responsive learning environments that can adapt to the changing needs of learners” (Alberta Education, https://education.alberta.ca/inclusion/inclusive-education/). Within the Strive program students are mainstreamed back into the regular classroom for a minimum of 25% of their school week. Inclusion does not always mean that the student is placed in classrooms with their age peers. Instead, they are placed in classrooms that best match their curricular and developmental needs. For some learners, the most responsive and flexible learning environment may include:

- Instruction and support in a grade-level classroom with same-aged peers
- Instruction and support in a grade-level classroom that is not with same-aged peers (in a classroom with students of a similar academic level)
- Individualized instruction in smaller group settings
- A specialized classroom or setting
- One-on-one instruction

In the Strive program, a student’s schedule may include any or all of the above mentioned learning environments. Our goal is to offer each child a program plan that will best meet his or her needs. This results in each student’s program being specifically tailored to meet the needs of the student and is similar in many ways, but is different as well from the other Strive program students.

Strive students are also exposed to a variety of non-academic programs that will build everything from listening skills to creativity, self expression and social skills. Depending on their program goals, students may be in any of the following programs:

- Music Therapy
- Adaptive Phys. Ed.

Strive students also have access to support from Alberta Health Services (Speech Therapy, Physiotherapy, and Occupational Therapy). Goals set by the therapists are worked on as part of the student’s individualized program plan. Physiotherapy goals are worked on in Strive’s Sensory Room. Working on these goals, students utilize a variety of equipment in a fun but structured manner. The sensory room also provides Strive students with the opportunity to relax and self-regulate which improves student readiness for learning.
Life Skills

Strive students work on self-help skills, community skills and build towards independent living skills. These are built on as student’s progress through the Strive programs. (Elementary, Junior high and High School)

- Staff room clean-up
- Preparing and serving a staff lunch
- Strive lunch preparation
- Delivering school milk orders

Various STRIVE Photos